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ABSTRACT

Researchers at Taiwan's Ming Chaun University and at the University of Northern Virginia investigated whether a strategies-based approach to teaching English reading to non-native speakers would improve reading comprehension. The study also examined whether incorporating culture into teaching would improve reading comprehension in Taiwan and whether using the structured approach would make a difference in the United States. The reading techniques involved gaining background information by examining news articles' titles, skimming articles to get a general impression, identifying the main topic of every paragraph and its supporting details, and identifying topics, issues, arguments, and positions of the authors. Students were encouraged to guess the meanings of words using grammatical cues and context. Students completed pretests and posttests that examined comprehension, vocabulary, and idioms in context. In Taiwan, an additional questionnaire investigated students' attitudes toward the efficacy of the new techniques for teaching reading. Students in both countries made significant advancements between pretest and posttest. Students had positive reactions to this type of instruction and become more positive about reading English. The questionnaire is appended. (Contains 22 references.) (SM)

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# A Communicative and Structural Approach to Teaching English Reading at the College Level

Yin-Shyan Irene Shen, Susan Chia-Chin Sung, and Cheryl E. Raleigh

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# A Communicative and Structural Approach to Teaching English Reading at the College Level[1]

By

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Abstract:

This is a preliminary study of Reading Comprehension undertaken in two countries, Taiwan, ROC, at Ming Chuan University, and in the United States of America at the University of Northern Virginia (UNVA). This study investigates if a strategies-based teaching approach for teaching reading will improve reading comprehension; additionally, in Taiwan: if the factor "culture" incorporated in teaching would improve comprehension; while in the experiment of UNVA, the Structural Approach[3] was incorporated into its strategy-based teaching approach.

The Reading Techniques are: (1) to provide background information by examining the title; (2) to skim through the article to get a general impression; (3) to identify the main idea of every paragraph and its supporting details; (4) to identify the topics, issues, arguments, and positions of the authors. Additionally, students were encouraged to guess(5) vocabulary meanings by grammar cues and context. Along with these strategies, a worldview of the Target culture would also be part of the lesson.

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[1]This paper is prepared for the conference of The TESL/TEFL Area of the Fifth Congress of the Américas, Universidad de las Americas-Puebla, México, Oct. 17-20, 2001, 225: Vocabulary and Reading Skills: Some Consideration/Area: TESL/TEFL Research and Practice, 10/19.

[2]Both Dr. Yin-Shyan Irene Shen (ysishen@ms22.hinet.net) and Susan Chia-Chin Sung (susan@mcu.edu.tw) are with the faculty of Dept of Applied English at Ming Chuan University, Taiwan, ROC. Dr. Cheryl S. Raleigh (CMRaleigh@aol.com) is the Director of the English and Communication Division of University of Northern Virginia: Charlottesville, Falls Church, Rockville, and Manassas campuses, USA.

[3]According to Dr. Raleigh (1980, 2001), the concept of the Structural Approach is that English is formulaic and that there are patterns in which information is expected by the nature of the English language and by the culture. Information, then, can be gleaned by the understanding writing formats and genres, by the patterns to sentences, which convey meaning in English, by the structures to paragraphs that identify the main point (position of the topic sentence) by "T," "I," or inverted "T" representations, and by conjunctions and transitional phrases that show how ideas are related and convey the writer's purpose--these are the grammar clues for students in Reading Technique #3 and #5.

Testing Methods include: A pre-test and a post-test containing articles with questions on comprehension, vocabulary and idioms in context. In Taiwan, an additional questionnaire solicits students' attitude regarding the efficacy of the new techniques of teaching reading. The results of the control and experimental classes in Taiwan would be reported with the results of the control and experimental EFL classes taught in the United States using the same approach, and testing methods in an analysis of the change in Reading Comprehension.

All groups (two groups from Taiwan and two groups from the US) made significant advancement between pre-test and post-test on the tested items which included vocabulary recognition without a dictionary and interpretation of the texts. The result of questionnaire distributed among students groups in Taiwan indicated a positive students' reaction to this new approach and a change of attitude in terms of reading in English. The result indicates that a strategies-based teaching approach will help Chinese students improve their reading in both attitude and proficiency.

## Introduction

A. Background Information

1. EF students in Taiwan

English Reading has been taught from 7th grade to college freshmen as a compulsory subject in Taiwan for more than 30 years. This academic year, the mandatory year is lower to 5th grade. Most students believe that in referring to English reading, it refers only to vocabulary building, grammar construction, sentence analysis, etc. Rarely is the focus on comprehension and information gathering. The English learners spend most of their reading time and effort on looking up words in the dictionary to find their meaning. They work hard on memorizing grammatical rules and analyzing sentences. Most of them are not taught, nor are they aware of, how the thoughts or ideas were perceived, organized and presented in English, or how and where to locate the "topic sentences," or to identify the "supporting data," etc. They were not trained to

guess words through grammar cues and content. They are not aware that knowing all the vocabulary does not equal comprehending the text as a whole picture. They learn to translate sentence by sentence-- yet not the entire message of the text.

The rigidity of the teaching and learning materials and techniques can be attributed to the entrance examinations of Senior High School at city or county levels and of College at national level, which held once per year for the past 40 some years. The situation encourages students to learn the language for testing, not for communication. Students were taught mostly as if they were dependent learners. Most high school English teachers are under such great pressure to prepare their students to pass the Entrance Examinations at different educational levels, that they hardly have the time or the energy to teach other aspects of the language than the potential test items and formats. As a result, the students' reactions toward English reading are not positive. Their excuses of not doing the learning activities are from it has too many new words and they have very small vocabularies, to it takes forever to check the dictionary for every word they do not know, etc. To many students, their fear of English as a subject matter is worse than their fear of Mathematics. Those who are willing to spend time and effort to check a dictionary find that the message or the whole picture of what they are reading is still very blurred. This frustrates students greatly.

EFL learners further complain that they spend so much time in learning grammar and memorizing vocabulary, yet when in actual encounters, they have a hard time in remembering or choosing the proper structures and words to use. Their brains go blank. This shows that most of

the Taiwanese students possess the competence of English language and yet not the performance of it. Rivers and Temperly (1978) suggest seven main purposes for reading: (1) obtaining information about a subject that we are interested in; (2) obtaining instruction on how to use instruments; (3) playing games or other instruments; (4) keeping written communication with other, personally or officially; (5) inquiring about schedules; (6) being informed of past or present news; and the last but not least, (7) entertaining oneself. All of these are communication related purposes. We need to re-direct the focus of our teaching and learning reading to a bigger perspective: communication.

2. EFL students at UNVA, USA

Most of the students at University of Northern Virginia (UNVA), USA come from Taiwan and from Mainland China, and they are entering majors in Business, Finance, Computer Science, and Information Technology in preparation for business or technology careers. They do arrive on campus very much dependent upon their dictionaries; and, they have been taught by the same methods described in the above. This leads UNVA to participate in this study to see if presenting Reading Strategies would make a difference in the comprehension rate of the experimental group. If successful, they would be adopted on all the campuses of UNVA.

3. Curriculum

At MCU, Taiwan, the course "Freshmen Reading" along with "Grammar" – focused on syntactic construction, "Freshmen Writing" on basic writing, "Oral Communication I" on conversation, and "Introduction to Literature" on literature appreciation are required courses for

freshmen year with same amount of credit hours, which is two credits and contact hours, which is 2 hours.

At the University of Northern Virginia in the US, students learn all four language skills-- reading, writing, speaking, and listening-- in one course, in an integrated approach.

4. The Study

Although many educators may argue that the process of teaching native speakers English is similar with the process of teaching EFL/ESL learners, more educators and scholars argue the other way: that they are different cognitively or mentally. Researchers, such as Hatch (1983) and Segalowitz (1986), identify the factors of age, developing process, culture, etc. that may affect the process of learning for EFL students. Shen (1989, 1992, 1993, & 2001) concurs and has advocated the need for FL learners to learn the "culture" aspect of the target language, such as worldview, reality of the target people, so that they could have a holistic picture of how the communication is conducted in order to appropriately interpret the communicative acts. Brown (1987) and Reid (1995) offer another factor: different learning style, such as Field Independence and Field Dependence, will also influence students' language learning. If students choose inappropriate learning strategies for their learning styles, the effectiveness of foreign language learning will be reduced and lowered. As we, EFL/ESL field teachers, are more aware of the various factors that will affect the learning process, it becomes a bigger challenge for us to choose one specific approach or methodology to claim or expect a complete success rate.

The Communicative Approach has claimed that knowing the rules of the language, such as structure and vocabulary, is insufficient for EFL learners to communicate in the target language, the students also need to know how to use the language (Larsen-Freeman, 1986). In other words, one must not only know the structure and function of the language, but also must know how to apply this knowledge in order to achieve an effective communication. "Structure" as used here refers to the practice of drilling patterns; "structure" is unrelated to the Structural Approach (Raleigh, 1980, 2001) which promotes the concept that the order of information is a cultural expectation and is broader than a grammatical pattern; it is the expected ordering of ideas in effective paragraphs, genres and discourses. Its understanding, therefore, is part of a communicative approach. Since a skills-based teaching approach (Brown, 2001), which is a bottom-up process focus on drilling in letters, syllables, words, phrases, grammatical cues, discourse markers, etc, is generally practiced in English teaching here in Taiwan, the researchers proposed to swift the focus to a different aspect of language: a strategies-based approach (Brown, 2001; Nunan, 1999), which is a top-down process, and with an additional focus on cultural instruction.

The reading strategies involve skimming the content for main idea, locating theme sentences and the supporting data, summarizing the text, predicting background information from the titles, analyzing vocabulary through affixes, roots, guessing from the content, grammar cues, and cultural instruction of how the message is ordered, organized, or presented. Through learning these strategies, the comprehension of English would be improved.

**Literature Review**

Reading techniques have increasingly emphasized the interactive nature of the reader with the text. To interpret written passages, many different skills are necessary: from understanding vocabulary and grammar, to identifying the rhetorical style of the passage and hence, the author's purpose. Here is a brief historical account of teaching reading, taken from Reid (1993):

In Grammar and Translation classrooms, students learned the second language by translating from or into it, vocabulary word by vocabulary word, and verb tense by verb tense. The Audio-Lingual classrooms (1940-70) perceived reading and writing as support skills for grammar. Language learning was based on behaviorist objectives: Modeling and practicing correct structures were paramount. In the reading classes, ESL students were taught at the micro-skill level--word recognition, writing as a way of practicing grammar to approximate oral correctness. They read discrete point exercises (fill-in-the-blanks) and decoded materials in their textbook with controlled or guided writing.

The mid-60s saw a gradual shift to Pattern-Model classrooms, or those which studied composition and writing as communication. Well into the 1980, the concentration was on rhetorical modes, according to Reid (1993) this approach was characterized by a major shift in reading to an active model in which the reader participates by reacting to the text, constructing meaning. Process Writing was briefly popular in the 80s, emphasizing free writing, narrative, and journal writing in a process of expressing personal views. The Schemata Theory was

applied to Reading in 1981 by Carrel, and defined by Carrell and Eisterhold in 1983 as previously acquired knowledge in structures called schemata. If we think of schemata as databases, the activity of reading is inputting (words and sentences about ideas), then searching for and potentially modifying the databases with the information read.

Closely tied to schemata theory are microprosititons and the logical relationships of Meyer's system (1975). Micropropositions are the lowest level of text structure, dealing with linguistic analysis at the sentence level and the grammatical purpose of connectives and conjunctions. Nist and Mealey (1991) report that "Instruction in micropropositions generally take the form of asking students to combine information from one sentence with that of another" (p. 54). When researchers ( Combs, 1975; Straw, 1979) examined this activity, they found a positive effect on reading comprehension. Nist and Mealey (1991) assert that "Meyer's system (of five groups of logical propositions) are valuable for classroom use since students need to be taught only a limited number of classifications, which they can then apply to their own texts" (pg. 55). This system gives a working basis for students to apply micropropositions, and helps students identify the author's purpose. Meyer's five logical relationships (1975) are:

1. antecedent / consequent (cause/effect) relationships, showing a casual relationship among ideas;
2. response relationships, including problem solving/solution, question/answer, and remark/reply;
3. comparison relationships, showing that ideas are linked by one or more common factors;

4. description relationships, giving information by presenting attributes or explanations about a topic.

While Meyer's system helps students to understand the author's purpose, the identification of author's main idea is complicated by cultural perception.

Goode (2000) summarizes the studies that Dr. Richard Nesbit has conducted studies examining the way people in different cultures select which information is the most important. He reports that in one study Dr. Nesbit had Asians describe a picture. Their first sentences described the relationship and context of the scene (a large pond with green grasses and two fish); when Americans described the same picture, they tended to describe the action (The big fish is going to eat the smaller fish.) Goode (2000) uses this study to argue that cultures not only speak in different ways, they think differently.

Associative, open-ended, relational thought patterns were correlated to the learners of Asian culture. Asian writing and speaking tends to be open-ended (Chen & Sarosta, 1998). In reading, Asian students rely upon the dictionary because the meaning of a word/sentence depends upon the intersections of word meanings. Hierarchical thought patterns were correlated to American culture (Chen & Sarosta, 1998); American writing tends to be explicit in connection.

Boltz (2000) made the case that even though the grammar and logical propositions of Chinese was in a different pattern or structure; they were equivalent in the power of expression to that of western languages. He rejected the notion that the Chinese language does not permit

logical thought; he argues that it expresses different parameters to logical thought. Boltz cites others who argue for and against grammar, order, and language structure as influencing thought.

The caution that we can only test reading comprehension as a product, not reading as a process was sounded by Alderson and Urquhart (1984). They pointed out that reading comprehension is a process and testing is a result or product; it is difficult to research one activity and predict the success rate of the other activity.

## The Research Study

A. Research question

In this study, the researchers intend to investigate, "Does a strategies-based teaching approach improve communicative competence as demonstrated by an increase in Reading Comprehension?"

B. Population

There are three freshmen classes at the Department of Applied English, Ming Chuan University, participated in the experiment. Class B is the Control Group--Taiwan (CG-T) in a sense that the strategies are more structured and reinforced; Classes A and C are the Experimental Group--Taiwan (EG-T) in a sense that the strategies are taught in a loosely sense with more emphasizing on cultural instruction. The third and fourth groups form the Control and Experimental groups--United Stated (CG-US) and (EG- US) and are composed of EFL classes with graduate students from Mainland China at the University of Northern Virginia (UNVA).

1. Taiwan

Control Group (CG-T) contained 64 participants, 55 females and 8 males. Experiment Group (EG-T) contained 124 participants, 109 females and 16 males. All of them were incoming freshmen at the Department of Applied English in the academic year of 2000. Most of them were between the ages of 18 to 20. One participant had stayed in an English speaking country for 5-6 years. The rest either had never been or stayed less than one year in English speaking countries. They all had at least 6 years of high school English training, which mainly focused on skill-based training - grammar instruction, texts translation, and vocabulary memorization. Most of them were well trained and familiar with using a dictionary whenever they encountered a new word.

The course was conducted under over an 18-week period semester system, two hours per week for two semesters. The total class hours are 72 hours.

2. The US

The "control group of the US" (CG-US) contained 28 graduate students from Mainland China as were "experimental group" (EG-US) of 32 graduate students majoring in business, computer science or information technology. All students' English proficiency was at an intermediate level as determined by the English Proficiency tests administered by the UNVA.

UNVA uses a quarter system, nine hours per week for 8-week term. The total class hours are 72 hours.

C. Research instrument

There were four news articles taken from "In the News" (1993) used as a pre-test and a post-test. The selected articles included comprehension check sections and vocabulary in context tests; these were questions about the message of the article, and the words' definition according to the context. Students need to locate the key concepts of the news and guess the meaning from the content of unknown words they encountered. Dictionaries were forbidden.

In Taiwan, there was a questionnaire attached to the post-test for the participants to answer. The questionnaire contained seven open-ended questions regarding the new teaching approaches (see Appendix A). Questions included their feedback toward the strategies used in the classes, if they like or dislike the techniques and the reason why; and if the strategies were helpful to them in reading English books, articles, etc.

D. Data collection and analysis

For Taiwan, the pre-test was distributed on the 1st day of the fall semester, which was the beginning of the term. The post-test was administrated on the last day of the spring semester, which was the end of the term. The return rates for all the tests were 100%, except for the post-test of CG-T which had only thirty-six tests recovered, a 59% return rate.

For the United States, the pretest was administered on the first day of term, and the post-test on the last day of the same term, eight weeks later; the first term was designated as the control, and the term two, using different students as subjects and employing the strategies-based approach was designed as the experimental term. The return rate was 100%.

E. Discussion

1. Results from Taiwan

The result of the pre and post-tests in Taiwan can be seen in Table 1.

Table 1: average and standard deviation of Class A, B, and C

| | Class A Pre-test | Class A Post-test | Class B Pre-test | Class B Post-test | Class C Pre-test | Class C Post-test |
|---|---|---|---|---|---|---|
| Avg. & Std. Dev. | 2.698413 | 4.066667 | 2.828125 | 3.50000 | 2.704918 | 4.057692 |
| | 1.087093 | 0.880421 | 1.202572 | 1.133893 | 1.382561 | 0.826366 |
| Avg. & Avg. +/- Std. Dev. | 1.611319 | 3.186246 | 1.625553 | 2.366107 | 1.322357 | 3.231326 |
| | 2.698413 | 4.066667 | 2.828125 | 3.50000 | 2.704918 | 4.057692 |
| | 3.785506 | 4.947088 | 4.030697 | 4.633893 | 4.087479 | 4.884058 |
| As percentages of 5 | 32.22639 | 63.72491 | 32.51105 | 47.32213 | 26.44714 | 64.62659 |
| | 53.96825 | 81.33333 | 56.5625 | 70 | 54.09836 | 81.15385 |
| | 75.71012 | 98.94175 | 80.61395 | 92.67787 | 81.74958 | 97.68117 |

For CG-T groups, the averages of the pre-test are 2.69 for Class A with a standard deviation of 1.08 and 2.70 for Class C with 1.38 standard deviation; for EG-T group, 2.82 for Class B with a standard deviation of 1.20. The averages of the post-test are 4.06 with a standard deviation of 0.88 and 4.05 for Class C with a 0.82 standard deviation, and 3.5 for Class B with 1.13 standard deviation.

Class A performed the worst among the three classes in the pre-test, and Class B performed the best. Class C performed a little better than Class A. Both Class A and C (EG-T) performed significantly lower than Class B (CG-T) in the pre-test.

However, the performance in the post-test had a difference rank. Class A performed the best, a little bit higher than Class C. Yet Class B performed significantly lower than both experimental classes though it is significant higher than the pre-test. One of the reasons for Class

B performing lower in comparison to the experimental group might have been the low return rate of the population.

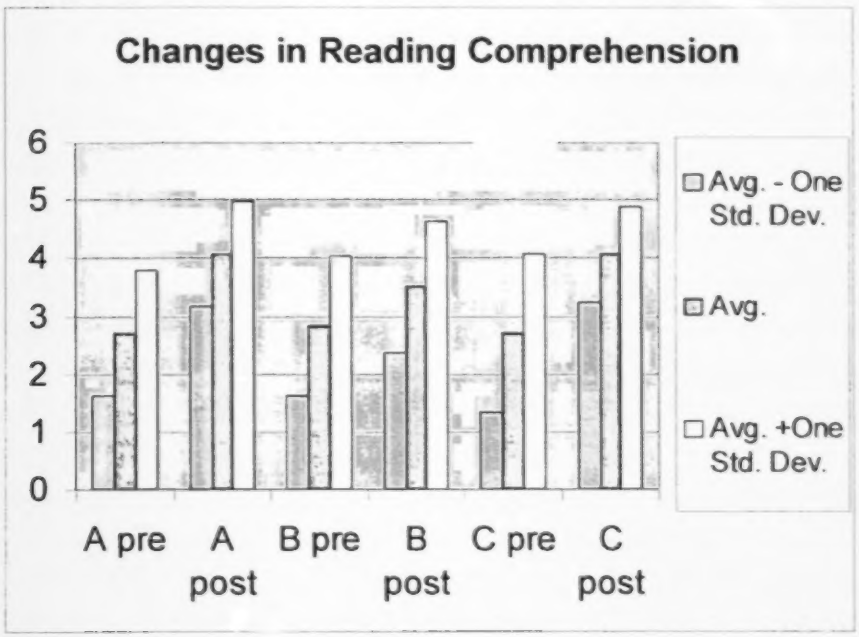


**Figure 1 - Reading Comprehension Changes in Taiwan**

All three classes had displayed a significant improvement of at least one standard deviation. Class A had improved by 1.5 in average; Class B improved by 0.7; and Class C by 1.3 (See Figure 1).

b. questionnaire

There are seven questions asked in the questionnaire (See Appendix A). The responses are shown in Table 2.

Eighty percent of the participants responded positively to the first question, "Do you see improvement in your reading speed? If so, please estimate the time." Some gave estimation; some did not. Fifteen percent did not find any difference in their reading speed. Two percent of the participants believed that sometimes they seemed to be improving; other times they do not feel it. Three percent did not make any selection.

Table 2: Result of the Questionnaire from CG-T and EG-T

| Reaction / Question # | Yes | No | It depends | Incomprehensible Answers | No answer | Total participants |
|---|---|---|---|---|---|---|
| 1 | 80% | 15% | 2% | 0% | 3% | 148 |
| 2 | 57% | 28% | 13% | 1% | 1% | 148 |
| 3 | 63% | 26% | 9% | 0% | 2% | 148 |
| 4 | 74% | 7% | 1% | 13% | 5% | 148 |
| 5 | 86% | 7% | 1% | 4% | 2% | 148 |
| 6 | 55% | 26% | 15% | 3% | 1% | 148 |
| 7 | 73% | 18% | 4% | 1% | 4% | 148 |

There are 57% of the participants who responded positively to the second question: "Do you rely less on the dictionary now?" Twenty-eight percent said they did not like the guessing strategy and still use dictionary heavily. However, there were two different attitudes concerning this new strategy. Some stated that they did not like the strategy and did not want to have anything to do with it. Others stated that they thought the strategy is a useful one yet because they were trained so well in using dictionary; it is hard for them to break the old habit. They would continue to try to perform educational guessing. Thirteen percent would depend upon the texts they were reading. One percent gave an unrelated answer to the question and 1% gave no answer.

On the third question, "Do you feel comfortable with this new strategy of guessing the meaning of unknown words first? If so, why? If not, why?" Sixty-three percent of participants gave a positive response to the third question. Most of them were not comfortable in using the new strategy yet they grew to like it and learned to use it as a habit. The strategy saved time so they could concentrate on reading and it present great challenge to them. Twenty-six percent chose negative responses because it bothered them very much to have unknown words in the text and because they were not familiar with the skill; therefore, they did not perform well in guessing. Nine percent chose sometimes. They felt comfortable only when they were doing right. Two percent gave no answer.

For the Question # 4, "Are there any strategies from this class that you find helpful for the future classes? If so, what are they? If not, please comment." Seventy-four percent of participants gave positive feedback about the strategies of finding theme sentences, supporting data, summary, massage as a whole, word guessing, scanning, outside readings, oral reports, etc. to the fourth question. There were 7% reacted negatively. They felt vocabulary is a very important aspect. One percent chose "it depends"; 13% gave unrelated answers to the question, and 5% did not give any answer.

When asked, "Do you find the activities of outside readings (e.g. books or articles) or oral reports helpful to your reading? If so, how? If not, why not?" (Question #5) There were 86% who felt positive toward the activities of outside readings and oral reports, which were the topics of the fifth question. They felt that these had helped them in many aspects of learning English.

Many of them had never finished reading an English book before. They were scared at first; yet, after they finished the assignment, the fear had gone and they were quite happy. Still, they were 7% who responded negatively. They felt that the outside reading was too much and that the oral report had nothing to do with the readings. There were one percent chose "it depends" and 4% gave unrelated answers to the question. There were 2% did not give any answer.

Fifty-five percent reacted positively to the sixth question, "After this class, do you feel reading English books will not be a difficult task? If yes, why? If not, why not?" They believed that practice makes it better. The more they read, the better they get. They also felt that they had changed their attitude toward reading. Now they enjoy reading in English, which was fearful to them before. Twenty-six percent still thought reading in English was a difficult task for them. Fifteen percent felt that it depended upon the texts they read. If the text were easy, then it would not be a difficult task; otherwise, it would be. Three percent gave unrelated answers to the questions and 1% gave no answer,

To the Questions #7, "Do you feel confident now in continuing your reading in English articles/novels, etc.," there was seventy-three percent who felt confident in reading in English. They did not fear reading in English as they had before this class, and they would continue to read in English. Eighteen percent of the respondents still found reading in English to be difficult and would not do it if they had a choice. Four percent would read in English if the texts were easy, and 1% gave unrelated answers to the question. Four percent gave no answer.

Overall, students showed a significant interest and positive reaction to the strategy of "word guessing" and reading in English. There were some complaints such as: too many readings in this course; teachers should test to see if everybody had done their reading than having students to do oral report of what they had read; teachers should concentrate on teaching structures, vocabulary, etc.

2. The USA Groups

a. CG-US and EG- US

The teaching reading strategies resulted in a dramatic improvement in comprehension in a relatively short period in the United States, at the University of Northern Virginia (See Figure 2).

In the Control Group, the results are very static: there is no change in the average and little change in the width of distribution. By contrast, students in the experimental group improved approximately one standard deviation in Reading Comprehension as measured by percentage of correct answers to questions on a reading passage. Not only did the students as a whole progress in reading comprehension, but also the lowest scoring students progressed more than a standard deviation, to move closer to the mean. In other words, all students progressed, and the gap between the average and lowest became much smaller. This improvement was attained in an eight-week term.

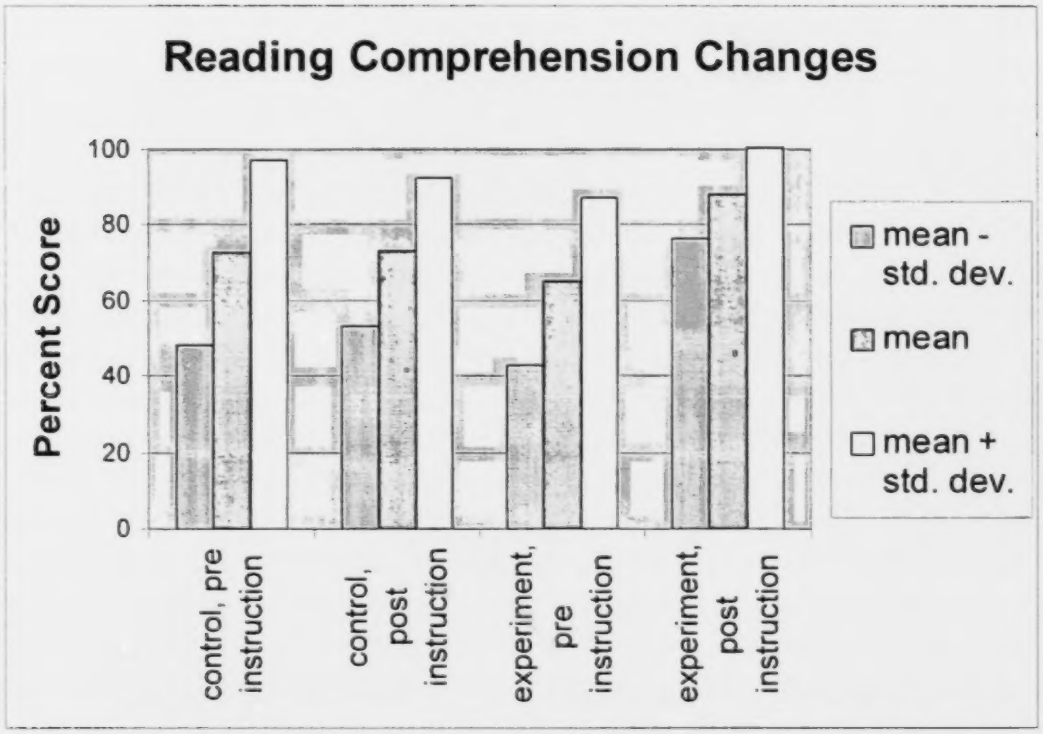


**Figure 2: Reading Comprehension Changes in the United States**

These are preliminary studies whose only aim is to examine if reading comprehension improved using reading strategies on students from similar backgrounds-- similar in culture and language, and in their previous manner of learning English. Results cannot be determined on a comparison of countries since extraneous factors could not be controlled. Dr. Shen and Prof Sung also kept track of many demographic factors that Dr. Raleigh could not due to sample size.

Furthermore, since communication strategies and expression of ideas encompassed both reading and writing at UNVA, it is not possible in this study to determine how or if one skill

affects the other; the study only shows that reading skills improved at UNVA, with reading comprehension increasing more than a standard deviation.

The significance of these results is that Reading Strategies can and do work, in both settings, with a significant positive change in attitude.

## Conclusion

These preliminary studies suggest that teaching reading strategies aids in reading comprehension in Taiwan, and in the United States.

In the Taiwan study, a significant improvement in reading in the aspect of vocabulary and content exhibit in the result of testing. There is also an attitudes change about reading in English through these new strategies that took place and bears further research.

This study confirms the theory that language reflects a cultural mode of expression. In teaching English, one is undoubtedly presenting a different way of organizing thought. For many learners of English, these formats have remained implicit; the Reading Strategies make these formats explicit.

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**Appendix A: the Questionnaire**

Thank you very much for your honest response. Your response will help the researcher and the teacher to improve her teaching on reading in the future. Thank you again for your cooperation.

Susan Sung and Irene Shen, Spring 2001

**Personal Information:**

Gender: Male ( ) Female ( )

Age: 18-19 ( ) 20-21 ( )

Years of studying English: 6yr ( ) 7yr ( ) 8yr ( ) 9yr ( ) □10ys ( )

Years of staying abroad: 1-2yr ( ) 3-4yr ( ) 5-6yr ( )

**Questions: (you can answer in whichever language your feel comfortable with.)**

1. Do you see improvement in your reading speed? If so, please estimate the time?
2. Do you rely less on the dictionary now?
3. Do you feel comfortable with this new strategy of guessing the meaning of unknown words first? If so, why? If not, why?
4. Are there any strategies from this class that you find helpful for the future classes? If so, what are they? If not, please comment.
5. Do you find the activities of outside readings (e.g. books, or articles) or oral reports helpful to your reading? If so, how? If not, why not?
6. After this class, do you feel reading English books will not be a difficult task? If yes, why? If not, why not?
7. Do you feel confident now in continuing your reading in English articles/novels, etc.?

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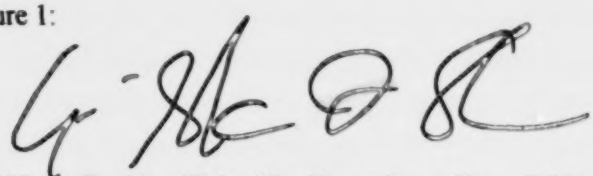

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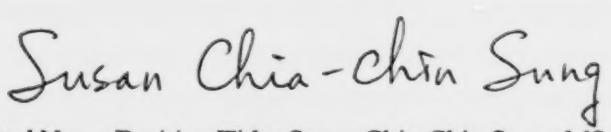

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